

# **CONCEPTS OF INDOCTRINATION**

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*Philosophical Essays*

Edited by  
I. A. Snook

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# Concept Of Indoctrination Philosophical Essays

**Ivan A. Snook**



## **Concept Of Indoctrination Philosophical Essays:**

**Concepts of Indoctrination (International Library of the Philosophy of Education Volume 20)** Ivan A.

Snook,2010-02-25 Indoctrination is an important concept in educational philosophy It bears on many areas of study including ethics epistemology and philosophy of science and opens up new paths of investigation into such questions as classroom method and the rights of parents and their children This volume combines both American and English interpretations of a crucial idea in the philosophy of education and helps bridge the gap between the teaching of the subject in the USA and the UK **Concepts of Indoctrination: Philosophical Essays** I. A. Snook,1972-01-01 The Philosophy of Indoctrination

Chris Ranalli,2024-12-16 This book develops and defends a novel social epistemological account of indoctrination It answers important epistemological ethical and political questions about what indoctrination is why it is epistemically harmful how it can be practiced and how we should talk about indoctrination The author presents three views related to the epistemology of indoctrination First he argues that indoctrination is most fundamentally a structural epistemic phenomenon which results in closed minded beliefs The sources of indoctrination are diverse institutional structures technological systems ideological frames and individual actions What unites them is that they lead to the systematic failure to consider seriously the relevant alternatives to what we are taught whether by accident or by design Second he makes the case that indoctrination is always wrong because it disrespects agents in their capacity as epistemic agents even when it results in true belief Third and finally he contends that public indoctrination ascriptions are political propaganda they function to promote political agendas which can ironically breed the conditions for indoctrination rather than forestall it The Philosophy of Indoctrination is an essential resource for researchers and advanced students working in social and political epistemology ethics political philosophy philosophy of education and terrorism and radicalization studies Concepts of Indoctrination I. A. Snook (Comp),1972

**Early Trauma, Loneliness, the Indoctrinated Self, and the Need for Compassionate Empathy** Thomas G.

Arizmendi,2024-02-14 This book focuses on some of the detrimental effects of early trauma by detailing the particular outcomes of loneliness and heightened vulnerability to indoctrination These stress states are present at virtually pandemic levels In terms of loneliness the author goes well beyond the mental health consequences outlining the numerous medical conditions it may lead to such as heart disease immune system problems and many others Indoctrination processes are present in all walks of life no one is immune In extreme states of indoctrination such as in fundamentalism violence may be the result as we have seen with many wars and acts of terrorism Overall efforts to indoctrinate often play a huge role in forming our divided world Two notions in this book are unique the focus on environmental sensitivity as a critical force in determining levels of vulnerability to stressful events and the emphasis on compassionate empathy to repair unmet needs stemming from trauma **Essays in the Philosophy of Education** Celeste Ordas-Botor,1995 **Philosophical**

**Perspectives on Communalism and Morality in African Traditions** Polycarp Ikuenobe,2006-01-01 This book examines

the idea of communalism in African cultures as a dominant philosophical theme that provides the conceptual foundation for African traditional moral thoughts moral education values beliefs conceptions of reality practices ways of life and the now popular African saying it takes a village to raise a child It defends communalism against various criticisms and argues that when properly understood and harnessed it could provide the necessary foundation for Africa s development **Teaching**

**Without Indoctrination: Implications for Values Education** Charlene Tan,2008-01-01 This book presents a comprehensive well structured and enlightening survey of the problem of indoctrination as manifested in scientific moral religious and social fields within the context of an intellectual milieu that prides itself in being liberal and democratic In the craft of intellectual midwifery which she masters Professor Tan has but one prescription constant reflection but not of the solipsistic or sterile kind Rather she advocates fearless questioning within the bounds of a community of learning which is what schools should ideally be wherein we all recognise ourselves to be at once students and teachers Professor Alejo Jos G Sison Rafael Escol Chair of Professional Ethics University of Navarra Pamplona Spain **Philosophy of Education** John

Percival Powell,1974 **Encyclopedia of Educational Theory and Philosophy** D. C. Phillips,2014-06-06 The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses *Moral*

*Education in the 21st Century* Douglas W. Yacek,Mark E. Jonas,Kevin H. Gary,2023-06-15 Moral education is an enduring concern for societies committed to the value of justice and the wellbeing of children What kind of moral guidance do young people need to navigate the social world today Which theories perspectives values and ideals are best suited for the task This volume offers educators insight into both the challenges and promises of moral education from a variety of ethical perspectives It introduces and analyses several important developments in ethics and moral psychology and discusses how some key moral problems can be addressed in contemporary classrooms In doing so Moral Education in the 21st Century helps readers develop a deeper understanding of the complexities of helping young people grow into moral agents and ethical people As such researchers students and professionals in the fields of moral education moral psychology moral philosophy ethics educational theory and philosophy of education will benefit from this volume *History, Philosophy and*

*Science Teaching* Michael R. Matthews,2017-08-30 This anthology opens new perspectives in the domain of history philosophy and science teaching research Its four sections are first science culture and education second the teaching and learning of science third curriculum development and justification and fourth indoctrination The first group of essays deal with the neglected topic of science education and the Enlightenment tradition These essays show that many core commitments of modern science education have their roots in this tradition and consequently all can benefit from a more

informed awareness of its strengths and weaknesses Other essays address research on learning and teaching from the perspectives of social epistemology and educational psychology Included here is the first ever English translation of Ernst Mach's most influential 1890 paper on The Psychological and Logical Moment in Natural Science Teaching This paper launched the influential Machian tradition in education Other essays address concrete cases of the utilisation of history and philosophy in the development and justification of school science curricula These are instances of the supportive relation of HPS a subject long discussed in philosophy of education but inadequately in science education This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science From major traditions such as the Enlightenment to the tensions around cultural studies of science the book provides a comprehensive context for the scientific endeavour drawing on curriculum and instructional examples Sibel Erduran University of Oxford UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters This is an important book exploring a wide set of issues and should be read by anyone with an interest in science or science education Jonathan Osborne Stanford University USA This volume presents new and updated perspectives in the field such as the Enlightenment Tradition Cultural Studies Indoctrination in Science Education and Nature of Science Highly recommended Mansoor Niaz Universidad de Oriente Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science Michael J Reiss University College London UK

Indoctrination and Education I. A. Snook, 2024-11-01 The term indoctrination is generally used to express disapproval of what someone is doing to the minds of children The democrat uses it to condemn communist schools the humanist to criticize programmes of religious instruction the liberal to protest at the inculcation of racist attitudes If the term is to function in educational theory in a meaningful way it cannot remain merely a term of abuse devoid of any definite connotation Its meaning must be carefully specified First published in 1972 *Indoctrination and Education* now with a new preface by John O'Neill and Josie Snook provides an extended analysis of the term indoctrination in order to discover the distinction between education and indoctrination In the first two chapters the author considers some of the strategies that have been used in attempts to make this distinction and indicates some of the problems in these attempts In chapter three he sets out his own analysis and in chapter four he relates this to the teaching of religion In chapter five he shows how indoctrination is related to other educational concepts and to other concepts denoting persuasive techniques such as propaganda and brainwashing This book is a must read for anyone concerned with the study of education and educational theory and practice

*Justificatory Liberalism* Gerald F. Gaus, 1996 Drawing on current work in epistemology and cognitive psychology this treatise develops a theory of personally justified belief Building on this it then advances an account of public justification that is more normative and less populist than the views of political liberals

**Thinking Skills and Early Childhood Education** Patrick J. M. Costello, 2013-11-26 This text offers a rationale for the popular idea among teachers and

researchers that young children should be taught critical thinking and argument in the early years of their education

**True Tolerance** Jay Budziszewski, 2017-10-24 In contemporary liberal thought tolerance has come to be redefined as a synonym for ethical neutrality refusal to judge among competing views of goods and evils The result of this extreme relativism has been a foundations crisis in law politics education and other areas of social life In this lucidly written and brilliantly argued volume J Budziszewski attempts to reserve the self destruction of modern liberalism by showing that true tolerance is not only consistent with taking stands about objective goods and evils but actually requires doing so Tolerance falsely understood as ethical neutrality has the paradoxical effect of crippling policy choice by divesting it of the moral and practical framework on which it depends By painstakingly and exhaustively dissecting each of the many neutralist arguments Budziszewski demonstrates that real neutrality is logically impossible Confronted by alternative views the neutralist at best obscures his own underlying judgments and at worst abandons all possible defense against fanatics who oppose both true equality and true tolerance True Tolerance is both a rigorous critique and a polemic undertaken in the name of a positive twenty first century vision of liberalism Budziszewski outlines a view of true tolerance that assumes a relationship with an older liberal tradition and a codependence with other virtues including humility mercy charity respect and courtesy This vision is rooted in historical experience and rational conviction about what is good In the spirit of liberal and classical theorists of virtue from Aristotle to John Locke to Alasdair MacIntyre the virtue of true tolerance is much more than a readiness to follow known rules it includes a developed ability to distinguish good rules from bad and to choose rightly even where there are no rules or where rules seem to contradict each other Accessibly written and intended for a wide readership True Tolerance will be of special interest to political theorists and activists and to sociologists and philosophers *The SAGE Handbook of Philosophy of Education* Richard Bailey, Robin Barrow, David Carr, Christine McCarthy, 2010-03-23 This book provides an authoritative yet accessible guide to the Philosophy of Education its scope its key thinkers and movements and its potential contribution to a range of educational concerns The text offers a balanced view of three key dimensions first in giving an equal weight to different styles and modes of philosophy second by including past and present perspectives on philosophy of education and third in covering both the general perennial issues in philosophy and issues of more contemporary concern Section one of the book exemplifies different styles of philosophy paying attention to the contemporary debates as to the nature possibilities and limitations of these different approaches to philosophy of education Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education Section three is dedicated to contemporary philosophic thought on education providing the basis and reference point for an exploration of contemporary issues The handbook is designed primarily to be useful to students studying the field of philosophy of education in the context of the study of educational foundations or theory But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational

issues and to educationalists of all types who want a succinct guide to questions relating to the nature the history and the current state of the art of philosophy of education

**Applied Psycholinguistics and Multilingual Cognition in Human Creativity** Christiansen, Bryan, Turkina, Ekaterina, 2018-10-19 Multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness Owing to the ease of access to information facilitated by the internet individuals exposure to multiple languages is becoming increasingly frequent thereby promoting a need to acquire successful methods in understanding language Applied Psycholinguistics and Multilingual Cognition in Human Creativity is an essential reference source that discusses the psychological and neurobiological factors that enable humans to acquire use comprehend and produce language as well as its applications in human development the social sciences communication theories and infant development Featuring research on topics such as international business language processing and organizational research this book is ideally designed for linguists psychologists humanities and social sciences researchers managers and graduate level students seeking coverage on language acquisition and communication

*Critical ELT in Action* Graham V. Crookes, 2013-03-20 Uniquely bridging theory and practice this text introduces and overviews the various domains associated with the term critical pedagogy in the field of TESOL ELT Critical pedagogy addresses concepts values curriculum instructional and associated practices involved in language teaching for social justice Bringing critical pedagogy to classroom practitioners in a practical and comprehensible way the text is designed to help teachers get started on critically grounded work in their own teaching Features Textbook extracts offer direct and quick illustration of what this perspective might look like in practice Coverage of feminist and anti racist pedagogies sexual identity oppression and pedagogy peace and environmental education and critical English as a foreign language and their implications for second language teaching Historical background Theoretical background on language and learning Consideration of applicability of critical radical educational concepts and traditions to non Western cultural contexts A focus on issues of compromise and resistance This original timely and informative text is ideal for any course on methods and approaches in TESOL

**Philosophy of Education: Society and education** Hirst, Paul Heywood Hirst, Patricia White, 1998

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